

**BOARD OF REGISTERED NURSING
EDUCATION/LICENSING COMMITTEE MINUTES**

DATE: October 16, 2008

TIME: 10:00 AM to 1:00 PM

LOCATION: DoubleTree Guest Suites
835 Airport Blvd
Burlingame, CA 94010
(650) 344-5500

PRESENT: Elizabeth Dietz, EdD, RN, CS-NP, Chair
Susanne Phillips, RN, MSN, APRN-BC, FNP

NOT PRESENT: Andrea Guillen-Dutton, Public Member

STAFF PRESENT: Louise Bailey, MEd, RN, SNEC; Maria Bedroni, EdD, RN, SNEC;
Badrieh Caraway, MS, RN, NEC; Katie Daugherty, MN, RN, NEC; Miyo Minato, MN, RN, NEC;
Janette Wackerly, RN, MBA, RN; Kay Weinkam, RN, MS, NEC; Louisa Gomez, Licensing; LaFrancine
Tate, Board Members; Heidi Goodman, AEO; Carol Stanford, Diversion.

Dr. Elizabeth Dietz, Chair, called the meeting to order at 10:00AM. Committee members introduced themselves.

10.0 APPROVAL OF AUGUST 21, 2008 MINUTES.

ACTION: Approve the Minutes of August 21, 2008.

MSC: Phillips/Dietz

Public input: None

The meeting was stopped for a short period due to power outage and resumed at 10:06. Susanne Phillips chaired the remainder of the meeting.

10.1 RATIFY MINOR CURRICULUM REVISIONS

- 10.1.1 California State University, Bakersfield, Baccalaureate Degree Nursing Program
- 10.1.2 California State University, Channel Islands, Baccalaureate Degree Nursing Program
- 10.1.3 California State University, Stanislaus, Baccalaureate Degree Nursing Program
- 10.1.4 University of California, Los Angeles, Baccalaureate Degree Nursing Program, and Entry Level Master's Degree Option
- 10.1.5 University of San Francisco, Baccalaureate Degree Nursing Program and Entry Level Master's Degree Option
- 10.1.6 Butte College Associate Degree Nursing Program
- 10.1.7 Golden West College Associate Degree Nursing Program
- 10.1.8 Modesto Junior College Associate Degree Nursing Program

Progress report by NECs on the following programs:

- 10.1.9 California State University, Channel Islands, Baccalaureate Degree Nursing Program

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- 10.1.10 Concordia University, Irvine, Accelerated Baccalaureate Degree Nursing Program
- 10.1.11 College of the Siskiyous, LVN to RN Associate Degree Nursing Program
- 10.1.12 San Joaquin Valley College LVN to RN Associate Degree Nursing Program

ACTION: Ratified Minor Curriculum Revisions.

MSC: Dietz/Phillips

Public input: None

10.2 CONTINUE/NOT CONTINUE APPROVAL OF NURSING PROGRAM

10.2.1 National University Baccalaureate Degree Nursing Program

Mary Kracun, PhD, RN, is the current Chair and Program Director for NU's BSN Program. No member was present to represent NU. M. Minato, NEC, presented this report. C. Mackay and M. Minato, NEC's, conducted a continuing approval visit on July 21-22, 2008 at NU BSN Program. The program was in compliance with Board rules and regulations. Three recommendations were made in CCR Sections 1424(b) Policies and Procedures, 1424(d) Resources, and 1426(b) Curriculum.

NU's generic BSN Program in San Diego was initially approved in August 2004. Nursing courses are conducted primarily at the Rancho Bernardo campus. The plan was in place to centralize nursing faculty and courses to Rancho Bernardo and the construction has just begun at the time of the visit. Plans for the remodel include addition of clinical lab area for simulation to the two skills lab currently in place. Both Day and Evening programs are available at this campus.

Besides the generic BSN program, NU offers Accelerated BSN and an ASN track and continues to offer the RN-BSN completion program, which it had previously offered. Starting this fall, the ASN track will be continued, but will not be listed in the catalog as a separate option. NU was approved in June 2007 to have extended campuses in Los Angeles and Fresno areas. However, these sites are non-operational at this time due to faculty recruitment and clinical placement difficulties. There is a search committee doing recruitment for these sites.

Current NU nursing student enrollment has a total of 445 students, 294 are prelicensure students, 243 are in their generic BSN program, 51 students are in their Associate Degree option. In addition, there are 81 LVN-ASN and 17 LVN-BSN, with one in the RN-BSN track. The Program admits four times a year and has rolling admission. Clinical placements are worked through the San Diego's Consortium for clinical placement, and they have been able to find appropriate sites for their students' experiences.

There are ten (10) FT faculty, including the Director and Assistant Director, and 72 PT faculty providing instruction and supervision of students. Both the Director and Assistant Director have 80% release time each and have teaching responsibilities. The FT faculty group is dedicated hard-working educators, who work well as a group and have high standards for their students. Students spoke of faculty's willingness to assist and provide learning opportunities.

Faculty have plans to integrate simulation into their curriculum starting this fall. At the time of the visit, the Lab Coordinator position remained unfilled, and each faculty, if needed, would provide individual instruction in the lab. This unfilled Lab Coordinator position is critical for the success of students related to the organization of the lab, remediation and tutorial available to students, and with the implementation of simulation into clinical instruction. Therefore, this position should be filled as soon as possible.

The FT faculty, usually the lead faculty, works with four (4) to (6) PT faculty. Although the program has in place steps to include all faculty to participate in curriculum development and implementation, the

faculty turnovers and the frequency of admission cycle provides little time for critical review and evaluation of the curriculum.

Concerns related to faculty and the curriculum issues were discussed with the faculty, Director and Dean for additional FT faculty positions, considering the proportion of FT to PT, and formalizing the faculty orientation program currently being done informally.

ACTION: Continue Approval of National University Baccalaureate Degree Nursing Program. Submit a progress report on the recommendations to NEC by December 31, 2008.

MSC: Dietz/Phillips

Public input: None

10.2.2 Fresno City College Associate Degree Nursing Program

Stephanie Robinson, RN, B.S.N., M.H.A., CPHQ, is the Director of the Nursing Program.

K. Weinkam, NEC, presented this report. Fresno City College was established as California's first community college in 1910. It awards the Associate in Science degree in Nursing. It admits students three times a year and currently has 271 enrolled students. The program continues to offer the paradigm program in which area hospitals contract with Fresno City College for education and provide their employees with release time to pursue their degrees while working. Now that West Hills College Lemoore has been approved to offer its own prelicensure nursing program, Fresno City College no longer enrolls students there in its previously approved satellite program. The program's NCLEX pass rate for first-time test takers ranges from 74% to 86% for the past five years, with the pass rate for 2006-2007 being 81%.

Carol Mackey and Kay Weinkam, NECs, conducted a regularly-scheduled continuing approval visit from April 22-24, 2008. The program was found to be in non-compliance with Regulations 1424(b)(1) Total Program Evaluation; 1424(h) Faculty Qualifications; 1426(a) and (c)(1) Curriculum; and 1427(c) Clinical Facilities. Four recommendations were made.

As a response to the Findings, the program forwarded a copy of the agenda for a FCC Curriculum Committee meeting in which a revision to Registered Nursing 10 Psychiatric and Mental Health Nursing Clinical was presented that restored 0.5 unit to the program.

The program developed a plan so that the students who completed the clinical course for which units had been reduced were given the opportunity to acquire the requisite hours. The course has been revised and approved at the College level to restore the one-half unit to the clinical course in psychiatric/mental health nursing so that the program is now in compliance with CCR Sections 1426(a) and (c)(1).

The program also submitted progress reports June 27th and September 19th, 2008. The program indicates it has established a plan for program evaluation and action on identified areas for modification or implementation. Program faculty met May 6 and established committees that met in August to begin evaluation of the program. It is expected that there will be one student representative from each semester on each committee. The committees will address the Recommendations for Section 1424(b), (g), and (k) as part of its discussions.

The program's statements about its areas of strength and areas that need improvement were presented to the committee, as are two pages from the self-study developed for the College that constitute part of its progress report. The program has now submitted a plan for a major curriculum change that is the result of several years work on behalf of the faculty.

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The template for the affiliation agreements meets the requirements for CCR Section 1427, and the program indicated that it could not meet the July 1, 2008, deadline for getting the agreements that comply with the regulation signed by the appropriate facilities and requests an extension until November 30, 2008. A progress report related to having obtained signatures on the agreements for all clinical facilities used by students for providing care is to be submitted by December 31, 2008.

ACTION: Continue Approval of Fresno City College Associate Degree Nursing Program. Submit a final progress report by December 31, 2008.

MSC: MSC: Dietz/Phillips

Public input: None

10.2.3 Mendocino College Associate Degree Nursing Program

Barbara French PhD, MSN, FNP, RN Director of the program.

J. Wackerly, NEC, presented this report. On April 21, 22, 23 2008, J. Wackerly RN, NEC, conducted a continuing approval visit at Mendocino College Associate Degree Nursing Program. There were no areas of non-compliance and no recommendations were made.

Mendocino College Nursing Program was first approved by the board in September 2003 as a LVN-RN program. The nursing program was visited in 2005 for the first year completion of the LVN to RN program, with the first cohort RN-NCLEX pass rate of 78.57%.. The Mendocino College nursing program requested board approval for a generic RN ADN program that was approved in May 2005. The nursing program was visited first year completion of generic RN program in 2006. The nursing program has been using the ATI testing with 70% pass rate for student success and each course has an ATI test. The Chancellor's office formula is used for admission criteria. There have been three cycles of nursing students with the following NCLEX pass rate for first time test takers 2005-2006 88.89%; 2006-2007 83.33%; and 2007-2008 89.47%.

Mendocino College is located in Ukiah California a rural community. The program utilizes acute hospitals and clinic agencies in Ukiah, Willits, Santa Rosa, Lakeport, and Children's Oakland to implement the curriculum. The program has limitation for expansion due to limited acute care clinical facilities. The program utilizes Santa Rosa Medical Center and Kaiser Santa Rosa for acute care complex patient assignments. The program utilizes four rural hospitals, Ukiah Valley Medical Center, Howard Hospital Willits, Sutter Lakeside Hospital and Rosebud Hospital. Rural health clinics and private primary clinics are utilized for student learning experiences.

The nursing students are supported by the nursing faculty in their learning activities; students state they have adjusted to the travel to get the best clinical experiences in Santa Rosa and the rural hospitals and clinic agencies. The students would not give up going to Children's Oakland after having the clinical experience. The faculties are knowledgeable clinicians and competent teachers who are engaged with their students in all learning opportunities. The faculties are available in person and by e-mail to all nursing students, classroom and faculty offices are adjacent to one another. The nursing program has a smart classroom and utilizes a high fidelity manikin for simulation. There is a traditional skills lab within the smart classroom.

Mendocino College Nursing Program has received outside money including Capacity Grants, Song Brown Funds, Howard Hospital Willits provides funds, Medical Society, MC Foundation and a private scholarship funded for students.

ACTION: Continue Approval of Mendocino College Associate Degree Nursing Program.

10.3 APPROVE/NOT APPROVE MAJOR CURRICULUM REVISION

10.3.1 Los Angeles County College of Nursing and Allied Health Associate Degree Nursing Program

Zenaida Reyes, M.Ed Dean School of Nursing; Jeffery Anderson, MSN Assistant Director; Vivian Branchick, CNO/Director of Nursing Affairs, LA County Department of Health Services.

M. Bedroni, SNEC, presented this report. The Los Angeles County College of Nursing and Allied Health (LAC CONAH) faculty requested a major curriculum revision to re-open the extended campus at Olive View-University of California, Los Angeles Medical Center (OV-UCLA).

In 1992 this Board approved an extended campus at the Olive-UCLA site, but in 2003 it was closed because budget constraints. Recently the administration of the OV-UCLA decided that in order to improve access to nursing education for the students from the San Fernando Valley, Santa Clarita, and Antelope Valleys, the extended campus needed to be re-opened. Therefore, a proposal for funding was submitted to LA Care and OV-UCLA was awarded a grant for \$3 million dollars from June 2007 through June 2010. These grant funds will offset costs to hire faculty and staff, to develop and manage the extended campus, to purchase equipment and supplies and to recruit and enroll students. Furthermore, this grant allocated funding for clerical support, a library assistant and a librarian at the main campus.

In addition the LAC Department of Health Services has committed to provide extra administrative positions to support an Administrative assistant for financial aid, Staff assistant for office management and an Information Systems Analyst to oversee computer systems and processes at both campuses. All the positions funded are fulltime positions.

The curriculum offered at the extended campus is the exact replica of the one at the primary site. All policies and procedures at both sites are exactly the same. Student services will replicate those services provided to students in the main campus. Faculty and students will be members of the different committees at the main campus and will have same or comparable resources available at both campuses. The entire faculty as a group will be responsible to implement and evaluate all aspects of the nursing program at both sites main and extended campus.

The Dean of the School of Nursing at the main campus will have the administrative oversight of the extended campus however; an Assistant Director will coordinate the extended program at the site. The total staff for the site will be ten full time employees. The faculty will consist of one senior faculty/assistant director, one skills lab coordinator, four nursing instructors, one librarian, one library assistant, and two typists.

The Olive View Extended Campus will have one cohort of 20 students per semester, with a faculty/student ratio of 1:10. Although the OV-UCLA Medical Center is currently been utilized by several other nursing programs in the community, the medical center assures this Board that the admission of these new extended campus students will not displaced the clinical opportunities of the other students.

The proposed extended campus will be located at the OV-UCLA MC Education Center. The site was visited and includes sufficient space for faculty offices, classrooms, skills lab, computer lab, office and reception space. The librarian and the library assistant will have space provided at the library.

ACTION: Approve Major Curriculum Revision for Los Angeles County College of Nursing and Allied Health Associate Degree Nursing Program to re-open the extended campus site at the Olive View-UCLA Medical Center to offer prelicensure nursing program.

MSC: MSC: Dietz/Phillips

Public input: None

10.4 ACCEPT/NOT ACCEPT FEASIBILITY STUDY FOR PRELICENSURE NURSING PROGRAM

10.4.1 Concorde Career College, North Hollywood, Associate Degree Nursing Program

Sherry Almond, Director; Michelle Welch, Regional Nursing Director and other members of CCCNH were present in the audience.

M. Bedroni, NEC, presented this report. Concorde Career College, North Hollywood (CCCNH), submitted the first version of the feasibility study July 2007. A detailed letter was sent to the program indicating the areas that needed further clarification. The second revised revision was presented to the ELC last March 2008. At the time the, the ELC deferred action. This last revision was submitted August 2008.

CCCNH is a privately owned institution, for-profit, located in North Hollywood and serving other surrounding cities of Los Angeles County. The college is located at 12412 Victory Blvd. North Hollywood. The college consists of 30,000 square foot building. Two classrooms are dedicated to the proposed program, one accommodate 34 students the other 40 students. There are three computer labs. There are apparently sufficient spaces allocated for the director, secretary, skills lab and students. Other resources such as a library are available to students.

CCCNH is accredited by the Accrediting Commission of Career Schools and Colleges of Technology (ACC SCT) and currently has programs such as Massage Therapy, LVN, Medical Assistant and others. This organization accredits programs that educate students for occupational, trade and technical careers, and including institutions that offer programs via distance education. (<http://www.accsct.org>)

CCCNH received approval from the Bureau of Private Post Secondary and Vocational Education (BPPVE) that expires December 31, 2008. However, BPPVE is no longer in existence, and therefore, CCCNH will not have the ability to grant degrees after December.

The program has revised the service area to a 25-mile radius from the school, but still has identified 47 vocational programs, 14 associate career programs and four BSN programs within this radius.

In preparation for this program CCCNH conducted their own feasibility study, prepared October 2006 and updated June 2007, to find the need for this program (F.S. exhibit 7). The summary statement of that document clearly stated that only five of the 12 acute hospitals expressed their openness to discuss placement of students in their clinical area. It, also, stated that there are limiting numbers of clinical slots in acute care hospitals in the area. CCCNH plans to utilize the following clinical agencies for student rotations:

- **Burbank Health Care Center** - The clinical facility form indicates a census of 179 patients. However, the units available indicate a census of 35 M/S patients with one RN and 144 geriatric patients with one RN. This agency is currently utilized by other schools.
- **Motion Picture TV Fund** – a LTC facility. This agency is also utilized by four other programs and the form indicates the presence of only one RN for 149 patients.

- **Veterans West LA** (acute) – The signed form indicates placement in two wards. However, the form is incomplete and it is difficult to read.
- **Verdugo Hills** (acute) – This hospital is utilized by many other programs. The units identified are M/S, census of 30 patients, Obstetrics, census of 10 patients, and Psych, census of 20 patients.
- **Mission Community Hospital** (acute) – Form is incomplete and currently this agency is utilized by three other LVN programs.
- **Hubert Humphrey Clinic** – There is a census of 100 patients, only two RNs. Can only place two students at a time. The form is also incomplete.
- **Pacifica Hospital** (acute, subacute, and Mental Health) – The daily census in M/S is 27, Obstetrics, 8, Pediatrics 3, and Psych 35. Can only place 4, 3, or 1 at a time.
- **Glendale Adventist Medical Center** – the form is incomplete. They can place students in M/S, five students, Obstetrics, not more than three, and Psych, not more than five. The form is not signed.

The feasibility submitted indicates that only two of the potential clinical facilities plan to expand within the next two years (Mission Community and Glendale Adventist Medical Center). Therefore, based on the above information, there is a great concern for clinical placement.

CCCNH proposes an Associate Degree Nursing Program (Generic Option) of one year and two months. This option will have 60 weeks in length, consisting of six (6) ten (10) weeks terms. The program will have 75.5 units. Twenty one (21) semester units of nursing theory and eighteen (18) semester units for clinical.

The units as submitted need revision. There is also a “Bridge Option” with 77.5 semester units. LVNs entering this program will be given for thirteen units for LVN licensure and their education. The curriculum does not have all the required subject matter. Currently the program has completed an articulation agreement with a private university, University of Phoenix, for transferability of units.

CCCNH proposes to admit the first cohort of 30 students in the first quarter of 2009. Therefore, the program will enroll 60 students per year. The program plans to recruit faculty as the curriculum is developed and to have a ratio of 15 student/per faculty

CCCNH has allocated \$325,000 for start up cost of the proposed program and the Hollywood campus in addition to the parent corporation state that they will be able to support this new program.

The major areas of concern for this proposed program are: their ability to grant degrees, clinical placement, resources, faculty recruitment, proposed curriculum and transferability of units and accreditation.

With the number of nursing programs (18) already existing within the 25 mile radius of the proposed nursing program, ELC member raised the question whether the feasibility study addressed the need for another prelicensure program in this location, recognizing that there is a nursing shortage. There were, also, concerns related to adequacy of clinical placements by the committee. Additionally, CCCNH will not have degree granting authority to offer an Associate of Arts Degree, and therefore, will not meet the Board requirements. The program needs to clarify degree granting issues, clinical placements, and articulation agreements.

Sherry Almond, Director, reported to ELC that CCCNH has a very successful LVN program and that they have been working with clinical sites and completing all required forms.

Paul De Giusti of CCCI/Everest College raised an issue related to BPPVE. It was his argument that in its absence, there was no authority that issued authority to grant degrees for private, post-secondary schools. Discussions related to degree-granting and accreditation followed but tabled for discussion during Agenda Item 10.5.1.

ACTION: Not Accept the Feasibility for Concorde Career College, North Hollywood, Associate Degree Nursing Program.

MSC: MSC: Dietz/Phillips

Public input: Patrick Debold, VP of Academic Affairs, CCCI, thanked the Committee and indicated that the college will correct the deficiencies and resubmit the feasibility study.

10.5 INFORMATION ONLY

10.5.1 Information only: National and Regional Accreditation Agencies

M. Bedroni, NEC, presented this report. The purpose of this informational item is to clarify two issues: degree granting requirements and accreditation.

For the last few months the Board has received feasibility studies from private organizations that currently do not have the authority to grant degrees in the State of California, as the Bureau of Private Post Secondary and Vocational Educational (BPPVE) is not longer in existence. If the institution cannot grant degrees then this Board cannot proceed with the approval steps. Below is the section addressing approval of schools.

The Business & Profession Code states under Section **2786. Approval of Schools**

(a) An approved school of nursing is one which has been approved by the board, gives the course of instruction approved by the board, covering not less than two academic years, is affiliated or conducted in connection with one or more hospitals, and is an institution of higher education or is affiliated with an institution of higher education. For purposes of this section, "institution of higher education" includes community colleges offering an associate degree. An approved school of nursing which is not an institution of higher education shall make an agreement with an institution of higher education in the same general location to grant an associate of arts degree to individuals who graduate from the school of nursing or to grant a baccalaureate degree in nursing with successful completion of an additional course of study as approved by the board and the institution involved.

It is unclear after the demise of the BPPVE which state agency will take over the role of the BPPVE to give private colleges and universities the authority to grant degrees in California. However, SB 823 is at the governor's office pending signature and this bill will change the name of the Bureau of Private Postsecondary and Vocational Education to the Bureau of Private Postsecondary Education. If signed this legislation will be known as the California Private Postsecondary Education Act of 2008.

Accreditation

The document titled "Instructions for Institutions Seeking Approval of New Pre-licensure Nursing Programs" referenced in the proposed regulation requires that the program seeking approval needs to be accredited. Many of these private organizations sometimes called "colleges" or "universities", may or may not have accreditation. Some may have it for some of the programs they offer such as massage therapy, EKG technician, laboratory technician, or licensed vocational nursing. This accreditation is mandated by the Department of Education for their students to be eligible to obtain educational funding. The accreditation status does not give them the authority to grant degrees as this authority comes from the state.

A review of several accreditation agencies was done and many phone conversations with key people from these agencies occurred. For the purpose of clarification a brief description of the agencies most commonly utilized from these private organizations follows:

US Department of Education

The United States has no Federal Ministry of Education or other centralized authority exercising single national control over postsecondary educational institutions; therefore institutions widely varied in the quality of their programs. However, the States assume varying degrees of control over education.

To ensure basic level of quality, accreditation arose as means of conducting non-governmental, peer evaluation of educational institutions and programs. Private educational associations of regional or national scope adopted criteria reflecting the qualities of a sound educational program and developed procedures for evaluating institutions or programs to determine whether or not they are operating at basic levels of quality.

There are two types of educational accreditation: institutional and programmatic. Institutional accreditation normally applies to an entire institution and programmatic accreditation normally applies to programs, departments, or schools that are parts of an institution. (<http://www.ed.gov>)

The U.S. Department of Education does not accredit colleges, universities or other postsecondary institutions. Accreditation in the U.S. is done by "accrediting agencies" -- private regional or national associations that have adopted criteria reflecting the qualities of a sound educational program and have developed procedures for evaluating institutions or programs to determine whether or not they are operating at basic levels of quality. The fact that a college or postsecondary institution is accredited does not guarantee that credits or degrees earned at that institution will transfer to another institution or be recognized by a potential employer. Acceptance of students or graduates is always the prerogative of the receiving institution or employer. (<http://www.ed.gov>)

Some of the functions of accreditation listed under the US Department of Education website are cited below:

1. Verifying that an institution or program meets established standards;
2. Assisting prospective students in identifying acceptable institutions;
3. Assisting institutions in determining the acceptability of transfer credits;
4. Helping to identify institutions and programs for the investment of public and private funds;
5. Protecting an institution against harmful internal and external pressure;
6. Creating goals for self-improvement of weaker programs and stimulating a general raising of standards among educational institutions;
7. Involving the faculty and staff comprehensively in institutional evaluation and planning;
8. Establishing criteria for professional certification and licensure and for upgrading courses offering such preparation; and
9. Providing one of several considerations used as a basis for determining eligibility for Federal assistance. (<http://www.ed.gov>)

The Secretary of Education is required by law to publish a list of nationally recognized accrediting agencies that the Secretary determines to be reliable authorities as to the quality of education or training provided by the institutions of higher education and the higher education programs they accredit.

The U.S. Secretary of Education also recognizes State agencies for the approval of public postsecondary vocational education and State agencies for the approval of nurse education such as National League for Nursing Accrediting Commission and the Commission on Collegiate Nursing Education, the American College of Nurse-Midwives, Accreditation Commission, and the Council on Accreditation of Nurse Anesthesia Educational Programs. Each of the postsecondary educational institutions and programs contained within the database is, or was, accredited by an accrediting agency or state approval agency recognized by the U.S. Secretary of Education as a “reliable authority as to the quality of postsecondary education” within the meaning of the Higher Education Act of 1965, as amended (HEA).

- (a) Pursuant to section 438(b) of the Higher Education Act of 1965 as amended by the Public Law 92-318, the United States Secretary of Education is required to publish a list of State agencies which he determines to be reliable authorities as to the quality of public postsecondary vocational education in their respective States for the purpose of determining eligibility for Federal student assistance programs administered by the Department of Education.
(<http://www.ed.gov>)

The clear intent of the accrediting agencies listed under the US Department of Education is for determining if the programs meet the eligibility for student federal assistance.

The US Department of Education website also indicates that for years there have been some kind of non-governmental coordinating agency that exist primarily for the purpose of coordinating and improving the practice of accreditation. First was the Council on Postsecondary Accreditation (COPA), which was established in 1974 and existed until 1993. Its purpose was to foster and facilitate the role of accrediting agencies in promoting and ensuring the quality and diversity of American postsecondary education. After COPA dissolved in December 1993, a new entity, the Commission on Recognition of Postsecondary Accreditation (CORPA) was established in January 1994 to continue the recognition of accrediting agencies previously carried out by COPA. CORPA was dissolved in April 1997 after the Council on Higher Education Accreditation (CHEA) was created. CHEA is currently the entity that carries out a recognition function in the private, nongovernmental sector. (<http://www.ed.gov>)

Council for Higher Education Accreditation (CHEA)

Is a nongovernmental higher education organization that scrutinizes the quality of a universe of accrediting agencies. It is the largest institutional higher education membership organization in the United States, with approximately 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations. It is governed by a 20-person board of college and university presidents, institutional representatives and public members.

The federal government, through the U.S. Department of Education, conducts governmental recognition reviews. Recognition is the scrutiny and certification of the quality of regional, faith-based, private career and programmatic accrediting organizations. CHEA is the only nongovernmental higher education organization that undertakes this scrutiny. CHEA is currently the entity that carries out a recognition function in the private, nongovernmental sector.

CHEA's commitment to the coordination and improvement of quality review is based on seven principles. These principles provide the foundation for the CHEA mission statement, the organizational functions described in the CHEA Bylaws and the CHEA Recognition Policy.

- *Quality Assurance.* CHEA will apply its recognition standards and sustain ongoing review of its participating accrediting organizations to assure high quality of organizational performance.

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- *Leadership.* CHEA will provide thoughtful leadership to formulate issues related to quality assurance; to develop needed tools and strategies to sustain the value of quality assurance to institutions, accreditors and students; and to advance change and needed improvement in quality assurance in higher education.
- *Advocacy.* CHEA will be a forceful and articulate advocate for voluntary accreditation of higher education to the public, government and other interested individuals, groups and countries.
- *Service.* CHEA will consistently provide high-quality research, policy analysis and service to its member institutions, accrediting organizations, students and the public.
- *Core Values.* CHEA will maintain the core academic values central to higher education and quality assurance. These include, for example, the values of general education, collegiality and academic freedom.
- *Independence.* CHEA will be an independent and authoritative voice for the strengthening of accreditation to strengthen higher education.
- *Inclusion.* CHEA will sustain an environment of active consultation and participation among its member institutions and participating organizations, as well as encourage cooperation and exchange throughout the higher education and quality assurance communities.

(Adopted by CHEA Board of Directors, January 2000)

<http://www.chea.org>.

The above information clearly indicates that CHEA approves accrediting agencies that accredit degree granting programs, and verifies that the respective organizations have authority to grant degrees.

Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT)

Since 1967, the Commission has been continuously recognized by the U.S. Secretary of Education. However, this agency is not recognized by the CHEA, because they don't meet the eligibility requirements as its membership is less than fifty percent degree granting programs. However, it is recognized by the US Department of Education under the Higher Education Act previously mentioned above.

ACCSCT's scope of recognition includes the accreditation of private, postsecondary, non-degree-granting institutions and degree-granting institutions in the United States, including those granting associate, baccalaureate and master's degrees, that are predominantly organized to educate students for occupational, trade and technical careers, and including institutions that offer programs via distance education. (<http://www.accsct.org>)

This information clearly states that this organization accredits programs that are to educate students for occupational, trade and technical programs not professional programs such as registered nursing programs.

Council on Occupational Education (COE)

The Council was incorporated as a non-profit education organization under laws of the State of Georgia in June 1994. At the end of June 1995, the Council became a fully operational agency. Its current scope of recognition is as a national institutional accrediting agency for the accreditation of non-degree-granting and applied associate degree-granting postsecondary occupational education institutions. The mission of the Council is "assuring quality and integrity in career and technical education." The Council is a nationally-honored seal of excellence for occupational education institutions. One objective is to foster excellence in the field of career and technical education by establishing standards and guidelines for evaluating institutional effectiveness. (<http://www.council.org>)

Accrediting Bureau of Health Education Schools (ABHES)

This agency provides accreditation of private, postsecondary institutions in the United States offering predominantly allied health education programs and the programmatic accreditation of medical assistant, medical laboratory technician and surgical technology programs, leading to a certificate, diploma, Associate of Applied Science, Associate of Occupational Science, or Academic Associate degree, including those offered via distance education. (<http://www.abhes.org>)

Western Association of Schools and Colleges (WASC)

The Western Association of Schools and Colleges (WASC) is one of six regional accrediting associations in the United States. The Association provides assistance to schools located in California, Hawaii, Guam, the Commonwealth of the Northern Marianas, American Samoa, the Federated States of Micronesia, the Republic of the Marshall Islands, Fiji, and East Asia. The affairs of WASC are administered by a board of directors composed of representatives from the three commissions that are listed below:

(1) Accrediting Commission for Senior Colleges and Universities; (2) Accrediting Commission for Community and Junior Colleges; 3) Accrediting Commission for Schools. (Some of the private vocational programs are approved by this Commission)

This agency is recognized by CHEA

Accrediting Council for Independent Colleges and Schools (ACICS)

This agency accredits private postsecondary institutions offering certificates or diplomas, and postsecondary institutions offering associate, bachelor's, or master's degrees in programs designed to educate students for professional, technical, or occupational careers, including those that offer those programs via distance education. (<http://www.acics.org>)

Accrediting and Higher Education Opportunity Act of 2008

Another very important piece of information is the newly approved Accreditation and the Higher Education Opportunity Act of 2008 approved August 14, 2008. One of the significant changes within the eight accreditation areas is the inclusion of #6 the role of the institutional mission. Attached is a copy.

In summary the authority to grant degrees is only given to private schools by a state agency. At this time is not known if the Governor will sign SB823. If signed this legislation will be known as the California Private Postsecondary Education Act of 2008 and will take over the role of the BPPVE to give private colleges and universities the authority to grant degrees.

CHEA is currently the entity recognized by the US Department of Education that carries out a recognition function in the private, nongovernmental sector.

Public Input: Much discussion occurred following M. Bedroni's report. Paul DeGiusti addressed the Committee and pointed out various sections of the report, which he stated were incorrect. Dr. Paul Bott, of ACCSCT, spoke on the ACCSCT, the meaning of recognition by US DOE and CHEA. Dr. Bedroni reviewed requirements for school of nursing per BPC section 2786(a). Ruth Ann Terry, EO, re-emphasized that a school applying for the Board approval must have degree-

granting authority as required by this section. Ms. Terry, also, clarified that this Board does not have any jurisdiction with degree granting authority of a college. The Board members thanked the public for their comments and indicated they will take the comments received from this meeting under advisement.

10.5.2 Information Only: Clinical Rotations Out of State

M. Bedroni, SNEC, presented this report. An inquiry was done to Nevada, Arizona and Oregon states in reference to nursing programs conducting clinical rotations out of state. All three states addressed the issue in their respective rules and regulations. A description follows:

Arizona

The Board has a provision for distance learning programs and out of state programs. This is a fairly new section that became effective March 7, 2005. A nursing program located outside of Arizona that wishes to provide clinical experiences in Arizona shall obtain Board approval before offering a clinical rotation. There is a process that the program must follow that includes a self study and a statement regarding the anticipated effect on clinical placement for students enrolled in an Arizona approved nursing program.

The Board determines the compliance to meet specific requirements and may accept or deny the application. If denied, there is a hearing procedure to follow. Furthermore, the Board may rescind n approval held by an out of state nursing program to conduct clinical instruction in Arizona. Clinical faculty must have a license in Arizona.

In reference to allowing students seeking clinical experiences outside of Arizona, the nursing program must check with that state.

Nevada

Nursing programs wishing to conduct clinical experiences in Nevada must obtain approval from the Board. The application packet is very extensive (attached)

The process has not been used very often, however; the following programs are listed as approved. The only California program approved is an LVN program.

Dixie State College of Utah Department of Health Sciences Nursing Program 225 South 700 East St. George, UT 84770	Lassen Community College P.O. Box 3000 Susanville, CA 96130	Mojave Community College 1971 Jagerson Avenue Kingman, Arizona 86401
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Programs conducting a portion of its program in Nevada must also report to the Board that they are accredited or approved by the originating state and complete an annual report. Faculty must have a Nevada license. In reference to allowing students seeking clinical experiences outside of Arizona, the nursing program must check with that state.

Oregon

Oregon Administrative Rules for Nursing Education Programs allow students from another state to engage in supervised clinical practice in Oregon.

The expectation is that the program does provide adequate and appropriate instructor supervision, even if the student is working directly with a nurse preceptor. Furthermore, the program must meet all other Oregon Standards as well, such as having an agreement in place with each facility used, and having a policy for selection of clinical sites that includes, at a minimum, that the practice site "shall be fully approved by the appropriate accreditation, evaluation or licensing bodies, if such exist."

Additionally, Oregon Administrative Rules for Nursing Education Programs do allow students from Oregon to engage in clinical practice (with instructor supervision) in another state. Clinical faculty shall have a registered nurse license to practice and meet the requirements in the state in which the clinical experiencing is occurring.

All three states regulations related to out of state programs are attached. In summary, all three states:

- Require Board approval
- Must follow the state requirements for education
- Require clinical faculty to have a license in the state where the clinical experiences are occurring.
- Have the authority to review and rescind Board approval pending a review.

10.5.3 Information Only: NCLEX Pass Rate Update

K. Daugherty presented this report. The Board of Registered Nursing receives quarterly reports from the National Council of State Boards of Nursing (NCSBN) about the NCLEX-RN test results by quarter and with an annual perspective. The following tables show this information for 12 months and by each quarter.

NCLEX RESULTS – FIRST TIME CANDIDATES October 1, 2007 -September 30, 2008

JURISDICTION	TOTAL TAKING TEST	PERCENT PASSED %
California	9,660	87.22
United States and Territories	128,288	86.67

CALIFORNIA NCLEX RESULTS – FIRST TIME CANDIDATES By Quarters and Year October 1, 2007 – September 30, 2008

10/01/07- 12/31/07		1/01/08- 3/31/08		4/01/08- 6/30/08		7/01/08- 9/30/08		10/01/07- 09/30/08	
# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass
682	75.37	3,031	89.21	1,850	88.05	4,097	87.33	9,660	87.22

**Includes (9), (4), (7) and (9) "re-entry" candidates*

4/1/07 Passing standard increased to -0.21 logits & revised NCLEX-RN Test Plan implemented.

The Nursing Education Consultants monitor the NCLEX results of their assigned programs. Current procedure provides that after each academic year, if there is substandard performance (below 70% pass rate for first time candidates), the NEC requests that the program director submit a report outlining the program's action plan to address this substandard performance. Should this substandard performance continue in the second academic year, an interim visit is scheduled and a written report is submitted to the Education/Licensing Committee. If there is no improvement in the next quarter, a full approval visit is scheduled within six months. A report is made to the Education /Licensing Committee following the full approval visit.

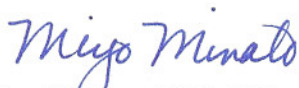
continue in the second academic year, an interim visit is scheduled and a written report is submitted to the Education/Licensing Committee. If there is no improvement in the next quarter, a full approval visit is scheduled within six months. A report is made to the Education /Licensing Committee following the full approval visit.

K. Daugherty reported that the Board is working with National Council to schedule two regional faculty workshops in 2009 that focus on NCLEX test exam writing and test plan. There is also Magic in Teaching and Simulation Conference schedule in November 13 and 14th in San Francisco.

10.6 OPEN FORUM – None

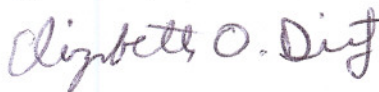
Meeting adjourned at 12:08 PM.

Submitted by:



Miyo Minato, MN, RN
Nursing Education Consultant

Approved by:



Elizabeth Dietz, EdD, RN, CS-NP
Chairperson